DOCUMENT RESUME

ED 161 008 CS 004 442

TITLE	Behavioral Objectives: Elementary Reading. Revised.
INSTITUTION	Wichita Public Schools, Kans.
PUB DATE	74
NOTE	145p.
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Behavioral Objectives; Elementary Education; Phonics; Reading Comprehension; *Reading Skills; *Sequential Approach; Structural Analysis; Study Skills; *Teaching Guides; Vocabulary

ABSTRACT

Recognizing that behavioral objectives do not constitute a reading program but rather are instruments by which teachers may continually evaluate students' progress, determine their instructional needs, develop programs to meet those needs, and assess the results of those programs, this manual provides suggested behavioral objectives for four major reading skills areas (vocabulary, word attack, comprehension, and study skills). The skills are presented in sequential order with each skill building on those which precede it. Behavioral objectives and practices to achieve the objectives are presented in chart form for each skill area. (FI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CS00 4442

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED161008

BEHAVIORAL OBJECTIVES

ELEMENTARY READING

Wichita Public Schools
Division of Curriculum Services
Department of Reading
Community Education Center
1847 North Chautauqua
Wichita, Kansas 67214

Revised Summer, 1974

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Wichita Public Schools

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

TABLE OF CONTENTS

Foreword I
Acknowledgments IV
Vocabulary 1
  Sight Vocabulary 2
  Word Meaning 8
Word Attack 13
  Preparatory Skills 14
  Phonetic Analysis 18
  Structural Analysis 25
Comprehension 33
  Readiness 34
  Literal 39
  Interpretive 41
  Analytic 42
  Critical 43
  Creative 45
Study Skills 47
  Readiness 49
  Recall 50
  Organization of Information 51
  Selection of Material 58
  Location and Use of References 59
  Evaluation 71

FOREWORD

The use of behavioral objectives in the teaching of reading is not without controversy. It is important that the negative and positive aspects should be recognized. The negative aspects include the following:

1. Teachers may overemphasize the psychomotor and cognitive domains because they are easier to enunciate and measure.

2. Educators may lose sight of the long range goal in the quest to achieve short-range behavioral objectives.

3. Teachers may become so oriented to behavioral objectives that they may restrict their teaching to these goals.

4. Behavioral objectives may force teachers to offer a very narrow curriculum - primarily skill oriented.

5. Teaching to a behavioral objective can result in fragmentation of reading skills.

The dangers listed are offset by these positive features of behavioral objectives:

1. Behavioral objectives in reading cause teachers to be more student-centered. They realize the need to think of alternatives in teaching methods. They must consider why they are teaching a specific skill and whether they are teaching the skills in the best sequence.

2. Behavioral objectives offer the potential for increasing the amount of diagnostic-prescriptive teaching. They imply more specificity in instruction.

3. Behavioral objectives stated and implemented correctly make it easier to show children and parents where progress is being made. When children know where they are going and why, the better the chances for success.

4. Teachers must know something about the reading process if they are to teach it. Behavioral objectives lead teachers to understand that reading is a skill and not another content subject.

5. Through the specific language of behavioral objectives, the public can understand the necessary reading skills and their sequence.

The committee working on these objectives recognized the problem of the classroom teacher who is faced with a multitude of texts, guides, and checklists for each subject taught. It sought to combine the goals of the present reading guide and the Barbe Checklist for Reading Skills into one reference manual. The effort was made to identify the reading skills in sequential order, each skill building on those which precede it.

The committee studied, and used as reference, a number of reading programs built upon behavioral objectives. The goal was to produce a reference manual for reading skills which would be comprehensive without being cumbersome. The reading skills are divided into four major areas: vocabulary, word attack, comprehension, and study skills. In each area, the skills are identified in sequential order rather than being defined at a particular grade level. This enables the teacher to utilize the objective with the degree of sophistication needed for a particular student.

Since the four major areas are closely related and dependent upon one another, a particular skill may be included in more than one area. To avoid the fragmentation mentioned earlier, all the skills must be viewed as a part of the ultimate goal - that of teaching the child to read.

FOREWORD (cont.)

Each of the four major areas is printed on a different colored paper. The first page in each section gives the skill area code in outline form. Only the code will be used after the initial appearance of each entry.

It will be noted that one section has been titled, "Teacher Notes and/or References". The publishers of many texts indicate the page numbers where certain objectives are taught in their series. Teachers may use this section for text references or for their own notes on methods of implementing the teaching of a particular skill.

Behavioral objectives do not constitute a reading program. Rather, they are perceived as instruments by which a teacher may continually evaluate students' progress, determine their instructional needs, develop a program to meet those needs, and assess the results of that program.

ACKNOWLEDGMENTS

This guide was prepared in a paid workshop by:

WORKSHOP PARTICIPANTS:

Leone Bare
Reading — Southeast

Joan Carlton, Chairman
Distar — Black

Lakme' Coakley, Editor
Secondary Reading Specialist — CEC

Phyllis Curtis
Reading — Ingalls

Lucy Doyle
Kindergarten — Sowers

Virlene Hicks, Co-Editor
Elementary Reading Specialist — CEC

Marcheta Morgan
First Grade — South Pleasant Valley

James Sauer
Sixth Grade — L'Ouverture

Charlotte White
Third Grade — Woodman

Pat Whitney
Third Grade — Chisholm Trail

Elsie Zimmerman
Principal — Kellogg

Under The direction of:

Dr. James Howell - Director of Reading

Dr. Lawrence Bechtold - Director of Curriculum Services Division

Dr. Alvin E. Morris - Superintendent of Schools

I. Vocabulary

A. Sight vocabulary

1. Name recognition
2. Letter and numeral recognition
3. Color recognition
4. Configuration
5. Word recognition

B. Word meaning

1. Language development
2. Contextual use
3. Antonyms, synonyms, homonyms
4. Descriptive and figurative words
5. Word endings
6. Punctuation
7. Colloquialisms, idioms

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
I. Vocabulary A. Sight vocabulary 1. Name recognition	Given name cards including the learner's name, he will choose his own name card.	Make each child a name tag of red construction paper in the shape of an apple. Each day the child chooses his name for the "apple tree" on a bulletin board. He replaces the apple as he leaves. Each child may also have a chair with an oaktag name card on it. He must find his own chair.	
I. A. 2. Letter and numeral recognition	Given letter cards printed in both upper and lower case form, the learner will be able to orally identify the name of each letter as he places it in a pocket chart.	Make a large whale from oaktag or construction paper and mount it on the bulletin board. On the whale, print all the capital letters of the alphabet. Underneath, put 26 small fish and write one lower case letter on each. The children match the capital and lower case letters by attaching yarn from letter to letter.	
I. A. 2. Letter and numeral recognition	Given two lists of letters or two lists of numerals in random order, the learner will match like letters or like numerals.	Make six lotto cards with 25 squares. Select five upper case letters of the alphabet for each lotto card. Repeat each letter five times on the card. Make markers by placing the same letters on oaktag cards.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
I. A. 2. Letter and numeral recognition (continued)		The teacher calls out a letter and the child places a matching letter on his card. The first child who covers his card wins. Variations may include using lower case letters or numerals.	
I. A. 2. Letter and numeral recognition	Given wooden numerals from one to ten, the learner will orally identify each one.	Each child is given oaktag cards with the appropriate numerals written on them. The teacher calls out a number and the child holds up the card with that numeral on it. Children may take turns being "teacher" and calling out the numbers.	
I. A. 3. Color recognition	Given a box of crayons with the eight colors used in kindergarten, the learner will name each color.	A large sheet of colored construction paper may be held up at the front of the room. Each child names a visible object in the room that is the same color as the paper.	3

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
I. A. 3. Color recognition (continued)		Colored strips of construction paper are given to each child. As the teacher calls out a color, the child holds up that colored slip of paper.	
I. A. 4. Configuration	Given an assortment of geometric shapes (square, circle, triangle, rectangle), the learner will point to the correct size or shape of the object named: e.g., big triangle, little circle, etc.	Give children sheets containing geometric shapes and have them make pictures from the shapes. (A circle may be a plate, the sun, or a face.) Using 30 oaktag cards, draw a geometric shape on each. Children may work in pairs, matching or grouping the shapes.	
I A. 4. Configuration	Given a key word and a list of four words, the learner will identify the word which is the same as the key word.	Use oaktag strips 3" x 8". Print a word on the left side of the card and the same word on the right side. Cut the card in the middle in an uneven manner, as in a jigsaw puzzle. Place ten or more cards in a box and let the children assemble the cards. cat { cat	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
I. A. 4. Configuration	Given duplicated word cards of words causing configuration problems, the learner matches the cards with like words and orally explains the reason why the other cards will not match.	The children are divided into two teams. As each child takes a turn, the teacher writes a word on the board - then writes it again with a configuration error. If the child can identify and correct the error, his team scores a point. To help children with words easily confused or reversed, use the "stop and go" method. Write these words on individual cards, printing a green dot under the first letter and a red dot under the last. Tell the children to observe the traffic light colors - start on green and stop on red. The child is then given two cards: one with colored dots, one without. 	
I. A. 5. Word recognition	Given two rebus sentences containing high frequency words, the learner will correctly read the sentences.	Make tic-tac-toe boards out of oaktag, writing a high frequency word in each of the nine squares. Use 2" x 3" oaktag card markers (marking X on four and O on four).	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
I. A. 5. Word recognition (continued)		Two children play tic-tac-toe by selecting a square in alternate turns. If the child correctly reads the word in the square, he covers it with his marker.	
I. A. 5. Word recognition	Given high frequency words in various settings (word lists, rebus sentences, chart stories), the learner will pronounce them with 80% accuracy.	A ladder may be drawn on the chalkboard with a high frequency word on each rung. The children take turns trying to climb the ladder. A checkerboard may be made from oaktag with high frequency words printed in each square. In playing, the child must pronounce the word in the square in which he wishes to place his checker. The usual rules for playing checkers will apply.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
I. A. 5. Word recognition	Given the word lists of the pre-primers and ten additional words found in the primers, the learner will pronounce the words with 75% accuracy.	Lotto cards may be made from oaktag with desired sight words written in the squares. Pop bottle caps may be used for markers. The teacher may call the words to be covered, or two children may play together, alternately choosing a word to cover.	
I. A. 5. Word recognition	Given a list of 20 selected words from the basic text as well as words chosen from the appropriate level of the Dolch word list, the learner will pronounce the words with 80% accuracy.	Make 20 slits in a large piece of oaktag, so that cards 3" x 4" can be attached with paper clips. Print a sight word on ten of the cards, with a duplicate card for each one. On the back, number the cards from one to ten (make two of each number). Children are divided into two equal teams.	

cat	1	do	6
for	tree	bird	8
in	6	at	sit
man	girl	dog	1
8	fat	water	go

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
I. A. 5. Word recognition (continued)		A child must say a word, turn it over to show the number, then see if he can find and say another word whose number will match the first. If he matches the numbers, his team gets a score.	
I. B. Word meaning 1. Language development	Given pictures from My Weekly Reader (or similar publication) or experiences from field trips, the learner will show his understanding of new words by using them in a sentence.	The children may draw a picture, then tell a story about the picture.	
I. B. 1. Language development	Given experiences through field trips and neighborhood walks, the learner will use the new vocabulary gained from the trip in a written story.	Make a movie screen from a stiff piece of cardboard. In the center, cut out a rectangle 8" x 12". At the top and bottom of the rectangle, cut half inch slits the length of the rectangle. The movie roll should be 11 1/2" wide to allow room for it to be pulled easily through the slits. As a picture appears on the screen, a child may tell a story about the picture.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
I. B. 2. Contextual use	Given a written sentence or story which omits some words and includes only the initial consonants for these words, the learner will identify the missing words by using context clues.	Write an experience or class-created story on a chart or on the chalkboard. After it has been read aloud several times, go through it and erase parts of the words. Have the children read the story and supply the missing parts of the words.	
I. B. 3. Antonyms, synonyms, homonyms	Given five pairs of written sentences requiring opposite meanings, the learner will identify the correct missing word in at least four of the five pairs: e.g., fire is hot. Ice is _____.	List some words in a column. To the right of each word, give three additional words - one of which is the opposite in meaning of the first word. The child circles the antonym in each row. Place a number of pictures illustrating antonyms in a box. The children match the pictures that represent antonyms (day, night; hot,cold; tall, short).	
I. B. 3. Antonyms, synonyms, homonyms	Given two columns of words containing antonyms, the learner will match the two opposite words by drawing a line from one to the other.	Make fish from construction paper. Write an antonym on each fish and attach a paper clip to the tail. Using a magnet tied to a pointer, the child "catches" a fish. If he can read the word and say its antonym, he keeps the fish. If not, the fish is returned to the pond and another child gets a turn.	9

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
I. B. 3. Antonyms, synonyms, homonyms	Given a list of ten sentences, each containing an underlined word with multiple meanings (e.g., run, ring, face), the learner will respond with a sentence using the underlined word in another context. Eight of the ten must be correct.	Start the children with a few words which have multiple meanings and origins but which are spelled and pronounced alike. Discuss one meaning orally. The children must search throughout the week for additional concepts and patterns of use. At the end of the week, the children bring in their lists for further discussion: e.g., run, speed, stockings, river, nose, election, etc.	
I. B. 3. Antonyms, synonyms, homonyms	Given a duplicated copy containing words listed as synonyms, antonyms, or homonyms, the learner will list other words for the appropriate category.	Construct a crossword puzzle using synonyms, antonyms, or homonyms for clues. Teacher-made puzzles may be used, as well as those found in coloring books and puzzle books.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
I. B. 4. Descriptive and figurative words	Given a selected story, the learner will orally read descriptive and figurative words and phrases from the story.	The teacher writes a phrase (e.g., "the house") on the chalkboard. The children are asked to draw a picture illustrating the phrase. As each child shows his picture, the class can add additional descriptive words or phrases that would fit each picture (e.g., the large brown house with green shutters).	
I. B. 4. Descriptive and figurative words	Given an abstract or intangible expression, the learner will complete the expression according to his own thoughts or feelings. Happiness is _____. Misery is _____. A family is _____.	List words for emotions on the chalkboard (e.g., happiness, anger, fear, and sorrow). Let the children dramatize each of them using various facial expressions, gestures, and tones of voice.	
I. B. 5. Word endings	Given a group of written words, the learner will identify the endings that denote tense, number, comparison, and possession.	Write several sentences on cards, omitting an appropriate ending. The child has an envelope containing various endings. His job is to select the appropriate ending to complete each unfinished word. E.g.: John is walk___ to the store.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
I. B. 6. Punctuation	Given a short story requiring the use of punctuation marks (including italics and parenthesis at the appropriate grade level), the learner will correctly punctuate each sentence in the story.	The children may be given a short paragraph with the capital letters and periods omitted. They are to read and punctuate the selection. Progressively difficult paragraphs may be given as the children gain additional punctuation skill .	
I. B. 7. Colloquialisms, idioms	Given a written paragraph containing underlined colloquial or idiomatic words or phrases, the learner will interpret orally the meaning of each underlined word or phrase.	The teacher writes a number of sentences on the board or on a worksheet, substituting formal descriptive words or phrases for colloquial words or phrases. The children identify the colloquialism that could be used in the sentence.	

II. Word attack

A. Preparatory skills

1. Auditory perception
2. Auditory discrimination
   a. Hearing rhythm patterns and word parts
   b. Identifying letter sounds
   c. Blending of sounds
3. Visual discrimination
   a. Size, shape, and form
   b. Letter discrimination

B. Phonetic analysis

1. Consonants
   a. Individual letter sounds
   b. Blends and digraphs
   c. Special sounds and blends
2. Rhyming words
3. Vowels
   a. Identification of vowel symbols
   b. Vowel sounds
   c. Digraphs and diphthongs
   d. Vowel principles

C. Structural analysis

1. The "ed" endings
2. Root words, prefixes, suffixes
3. Plurals
4. Possessive forms
5. Compound words
6. Contractions
7. Syllabication
8. Schwa sound

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
II. Word attack A. Preparatory skills 1. Auditory perception	Given the opportunity to hear familiar sounds (such as bells, sand blocks, horns, etc.), the learner wili be able to discriminate between the sounds he hears with 80% accuracy.	The children close their eyes and remain quiet for about 30 seconds while they listen for sounds. When the time is up, ask a child to report the sounds he heard: e.g., birds singing, feet shuffling, cars moving, and doors closing.	
II. A. 2. Auditory discrimination a. Hearing rhythm patterns and word parts	Given three short, simple rhythms that have been tapped out, the learner will respond with the same rhythmic pattern.	The children are given cards marked with paths of squares. Each child has a marker. The teacher bounces a ball on the floor, two or three times. The children move their markers according to the number of bounces they hear.	
II. A. 2. a. Hearing rhythm patterns and word parts	Given orally a series of words, the learner will demonstrate his ability to determine the length of the word by verbally responding with short or long to describe the word.	The children may be seated on the floor, or in chairs. Several short words are said by the teacher, followed by a long word. When the children hear a long word, they stand. The teacher can vary the pacing of her words to develop better listening skills.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
II. A. 2. b. Identifying letter sounds	Given a verbal list of paired words some of which are alike, and some with different initial, medial, and final sounds, the learner will be able to tell if the two words pronounced are alike or different (with 80% accuracy).	The children should be seated with their backs toward the teacher. She uses pairs of sounds first (bells, etc.), then progresses to paired letter sounds. The children may stand if the sounds are alike and remain seated if they are different.	
II. A. 2. a. Hearing rhythm patterns and word parts	Given a two or three syllable word pronounced by the teacher, the learner will verbally reproduce the word.	Give a multisyllabic word to the first child, who whispers it to the second, the second to the third, and continue until the last child says the word aloud.	
II. A. 2. c. Blending of sounds	Given the separate sound elements of a word (said by the teacher), the learner will be able to blend them and say the word with 80% accuracy. E.g., gr-ee-n green.	Initial work will include the breaking apart of long words into syllables: e.g., mo-tor-boat, ham-bur-ger. As the children gain facility with these, they may move into individual sound elements.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
II. A. 2. b. Identifying letter sounds	Given a key word and a series of words orally, the learner will be able to physically demonstrate (e.g., by clapping, standing, or touching his nose) the words that have the same beginning sound as the key word, with 90% accuracy.	As a dismissal technique say, "If your first (or last) name begins like 'Billy' you may go." (Betty, Bob, or others will leave.) Continue with other initial sounds until all the children are dismissed.	
II. A. 3. Visual discrimination a. Size, shape, and form	Given a picture of two similar objects containing one difference, the learner will verbally identify the difference (e.g., two balls, one with stripes, one with stars).	The children may use familiar objects in the classroom and verbally describe their characteristics. A child may hold an object behind his back, describe the object, and see if another child can guess what the object is from the verbal description.	
II. A. 3. a. Size, shape, and form	Given a group of figures, some of which are alike and some of which are different, the learner will verbally identify those that are alike.	A "guessing bag" may be filled with familiar objects (such as pencil, clothespin, eraser). A child reaches in and, without looking, describes an object he feels to see if the children can guess what the object is.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
II. A. 3. a. Size, shape, and form	Given a group of geometric shapes of dissimilar size, the learner will match those of similar form.	"Work boxes" containing geometric shapes of various sizes and colors may be used to give the children practice in grouping objects according to shape, size, or color.	
II. A. 3. a. Size, shape, and form	Given groups of four geometric shapes, three of which are alike and one clearly different, the learner will identify the one which is different.	On the chalkboard or a worksheet, the children are asked to color all triangles red, circles blue, etc. Using a flannelboard and a large variety of felt geometric shapes, the children may group them according to shape.	
II. A. 3. b. Letter discrimination	Given groups of four letters, three of which are alike and one clearly different, the learner will identify the different letter.	In a shoe box, place a number of oaktag cards containing the letters of the alphabet. Each letter should be repeated several times. As an independent activity, the child can match the letter cards that are alike.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
II. A. 2b. 3b. Identifying letter sounds and letter discrimination	Given groups of five letters, the learner will be able to select and mark the letter he hears dictated by the teacher with 80% accuracy.	Divide the children into two teams. Place five letter cards in front of the children. Let the teams alternate in choosing the letter verbally idicated by the teacher. If a child chooses the correct card, his team gets a score. The teacher changes the letter cards frequently as the game progresses.	
II. B. Phonetic analysis 1. Consonants a. Individual letter sounds	Given letters which are similar in form, such as M, N, H, or b, d, p, q, the learner will say the letter sound or name.	The pupils roll modeling clay into long strings. They form letters by arranging the clay on top of large letters made by the teacher. Cut letters from sandpaper. The students trace over the letter with their hands, then try to form it themselves.	
II. B. 1. a. Individual letter sounds	Given the consonant letters of the alphabet in scrambled order, the learner will be able to verbally identify the sound represented by the letter.	Make a large tree from colored paper. In the green section of the trees, cut small slits. Make lollipops by attaching colored circles to wooden sticks. On one side of the lollipops paint the letters of the alphabet.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
II. B. 1. a Individual letter sounds (continued)		The children take turns picking lollipops from the tree. If they can name the letter (or give its sound) they keep the lollipop. The child with the most lollipops wins.	
II. B. 1. a Individual letter sounds	Given orally a consonant sound and a word containing that sound in initial, medial, or final position, the learner will state the position of the consonant sound in the word.	The child must first master the consonant sounds in each of the positions. For practice, a tree trunk may be painted on a large piece of oaktag and leaves cut from construction paper. On each leaf is printed the symbol of a consonant sound. The child selects a leaf, and if he correctly produces a word containing that sound in an initial, medial, or final position (depending upon the teacher's instructions), he may attach the leaf to the tree.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
II. B. 1. a. Individual letter sounds	Given a list of words with either the hard or soft sound of the letters c or g in the initial position, the learner will pronounce the words with 80% accuracy.	In initial practice, the child must be able to identify verbally the hard and soft sounds of c or g. The child will be able to say and place a group of words in a chart holder in the proper column, according to whether the word has the hard or soft sound of c or g. Soft g: giraffe, giant Hard g: guest, goose Hard and Soft g: gorge, geography	
II. B. 1. b. Blends and digraphs	Given a group of cards, each containing a consonant blend or digraph, the learner will verbally identify the blend or digraph represented.	The child will be able to pronounce groups of selected words, and identify orally the consonant digraphs in the initial, medial, or final position in each word. Then, the child will choose a word from the group of words to complete sentences placed in the chart holder.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
II. B. 1. b. Blends and digraphs	Given orally a group of words beginning with the same consonant blend or digraph, the learner will state two other words having the same initial blend or digraph.	Make a consonant blend or digraph booklet. Cut pictures of objects from magazines. Use a separate booklet for each digraph or consonant blend. Have the child say the name of the object, identify the blend or digraph, and glue the picture in the appropriate booklet. The child may find or print other pictures or words that begin with the same blends or digraphs.	
II. B. 1. b. Blends and digraphs	Given a word containing an initial consonant blend or digraph, the learner will respond with a word formed by substituting a different initial blend or digraph: e.g., clip - trip, whip, chip.	Place words in a chart holder (or on the chalkboard). Have the child make different words by substituting a different consonant blend or digraph at the beginning of each new word. frame - blame shame bless - chess dress Draw two ladders or other objects on the board. Write a blend or digraph word on each rung. Divide the group into two teams. Each child must go to the board and substitute a blend to make a new word in order to climb to the next rung. The team who first reaches the top wins. (The teacher may want the teams to climb up the ladder and down before the game ends.)	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
II. B. 1. b. Blends and digraphs	Given groups of five words, three of which contain the same initial three-letter blend, the learner will identify the words in each group which contain the same initial blend.	Give each child ten cards. The child/children are to listen as the teacher pronounces a word whose initial sound is the same as one of the cards held by the children. For example, when the teacher says, "Straight," each player who has a word with the initial blend will stand, show his/her card, say the blend, and pronounce the word distinctly.	
II. B. 1. c. Special sounds and blends	Given a list of words consisting of the initial sounds of kn, wr, and gn, the learner will pronounce the words with 80% accuracy.	Write a group of words beginning with kn, wr, and gn on the board (card holder, etc.). After the child pronounces the word, have him go to the board and cross out the silent consonant. Put sentences in the chart holder. Have the child point to the word with the silent consonant. Make a tic-tac-toe design on the chalkboard. On drill cards, write words beginning with kn, wr, and gn. The child chooses a card. If he pronounces it correctly, he places his initials on the tic-tac-toe. If not, he loses his turn.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
II. B. 1. c. Special sounds and blends	Given a list of words containing the letter y as a consonant sound in the initial position, or as a vowel sound in the medial or final position, the learner will correctly pronounce the words.	Prepare worksheets with rows of words. In each row have a word containing y as a vowel or a consonant. The teacher will pronounce one of the y words and the child will identify the one she has pronounced.	
II. B. 2. Rhyming words	Given groups of four written words, three of which rhyme, the learner will identify the rhyming words and underline the rhyming parts of the words: e.g., cat, ham, hat, fat.	Make up a word wheel with consonant sounds or blends on the first circle and word endings (such as an, in, and, at, ook) on the second. The children turn the wheel to see how many rhyming words they can form from the word endings.	
II. B. 3. Vowels a. Identification of vowel symbols	Given the opportunity to do so, the learner will verbally state the sounds or names of the vowel letters.	The child is given a packet of cards on which are written vowels with diacritical markings. As the teacher pronounces a word, the child holds up the appropriate vowel card and says the letter name of the vowel.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
II. B. 3. b. Vowel sounds	Given a list of words verbally, the learner will tell whether each word contains a long or short vowel sound.	The teacher draws a large circle on the board. In it, she writes the vowel symobls. The children are given a list of words with the vowel missing. They supply an appropriate vowel and pronounce the word.	
II. B. 3. b. Vowel sounds	Given a list of words verbally, the learner will identify the vowel heard in each word and state whether its sound is long, short, or "r"-controlled.	Use a large sheet of oaktag with slits cut on the left, in the middle, and on the right. A strip of oaktag containing consonant letters goes through the first slit, another strip containing vowel symbols is in the middle, and the third strip contains consonant letters. The children form words by moving the strips up and down.	
II. B. 3. c. Digraphs and diphthongs	Given words containing vowel digraphs, the learner will identify the digraph in each word.	A variety of objects are placed on a table. The names of these objects should contain the vowel digraphs being studied. One child comes to the table and listens for the sound of the vowel digraph the teacher says. He has 30 seconds to find an object on the table whose name contains the designated vowel digraph.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
II. B. 3. c. Digraphs and diphthongs	Given a word containing a vowel diphthong, the learner will match that word with a diphthong in a given list.	Make up rows of words containing vowel diphthongs. The children will identify the words having the same diphthong as the first one in the row. Give the students a list of words with the vowel dipthong ow and the key words snow and cow. The children match the ow sound of each word with the correct key word.	
II. B. 3. d. Vowel principles	Given statements of the most common vowel principles, the learner will be able to indicate which one applies to a given word.	Prepare a worksheet listing the desired vowel principles. The children use their dictionaries to list the words to which each vowel principle applies.	
II. C. Structural analysis 1. The "ed" endings	Given a list of words with "ed" in the final position, the learner will correctly pronounce 80% of the words. (NOTE: THE WORD LIST SHOULD CONTAIN WORDS WITH THE FINAL SOUND OF D AND T AS WELL AS ED.)	Prepare a worksheet with a group of sentences each containing a verb ending in "ed". After each sentence, list the three phonetic spellings for the verb (d, t, and ed) and have the child underline the correct pronunciation.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
II. C. 2. Root words, prefixes, suffixes	Given a list of known words containing inflectional endings, the learner will underline the root word in each (with 80% accuracy).	Make word wheels with root words on the top circle and inflectional endings on the second. The children list the number of known words they can find by turning the wheel.	
II. C. 2. Root words, prefixes, suffixes	Given the inflectional endings s, 's, ed, ing, er, and est, and ten sentences having a root word without an ending, the learner will complete each root word with an appropriate ending. 80% accuracy is required.	The children are divided into two teams. The teacher writes a root word on the chalkboard and lists inflectional endings. She reads a sentence, omitting the root word form, and the child chooses the correct ending. Each correct answer gives the team a score.	
II. C. 2. Root words, prefixes, suffixes	Given ten sentences, each containing a root word without a prefix, and a list of prefixes, the learner will complete each word by writing in the appropriate prefix. Sentences are to be composed of known words. 80% accuracy is required.	Make oaktag drill cards, some containing root words and some with prefixes. The children are to match a prefix card with a root word card to form a known word. They list the completed words along with the definition for the word.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
II. C. 2. Root words, prefixes, suffixes	Given the y, ly, ness, and less suffixes, and ten sentences (each having a root word without a suffix), the learner will complete the words by writing in the appropriate suffix. Sentences should be composed of known words. 80% accuracy is required.	The children may be given a worksheet containing a group of root words and a selection of suffixes, both in random order. The children are to match each root word with a suffix to form known words.	
II. C. 2. Root words, prefixes, suffixes	Given a list of words in a derived form (having a prefix and/or a suffix), the learner will correctly identify the root word with 80% accuracy.	A three-sectioned word wheel may be made from oaktag. The top circle will contain prefixes, the second will have root words, and the third will contain suffixes. By turning the circles, the children can form and identify known words.	
II, C. 3. Plurals	Given a list of singular nouns (including those of unchangeable form), the learner will write their plural form.	Independent practice may include the use of a tape recorder and headsets. The teacher dictates the singular nouns and asks the children to write the plural form.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
II. C. 3. Plurals (continued)		As a self-testing instrument, the teacher can pause following the singular noun to give the children time to write the plural form, then pronounce and spell the plural form.	
II. C. 3. Plurals	Given a list of singular nouns ending in y and f, the learner will write the plural form with 80% accuracy.	An area of the room may be set up as a baseball diamond. The children are divided into two teams. As each child comes up to bat, the teacher gives a singular noun and the child is asked to write the plural (or possessive) form on the board. If he is correct, the child goes to first base. An incorrect answer is an out. Regular baseball rules may be applied regarding outs and movement around the bases. The team with the larger score at the end of play wins.	
II. C. 4. Possessive forms	Given a list containing both singular and plural nouns, the learner will write the possessive form of the words with 80% accuracy.	See the practice above.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
II. C. 5. Compound words	Given a list of compound words, the learner will correctly divide each word into its component parts.	Place several pictures on a flannelboard. They must be appropriate for forming compound words (dog, house, cow, boy). The child combines the two pictures which form a compound word. Various worksheets may be developed, giving practice in dividing compound words into their component parts. Other practices can include putting the component parts into compound words. A page may contain two columns of words and the children form as many compounds words as possible from the words.	
II. C. 6. Contractions	Given a list of contractions, the learner will identify the two words from which the contraction is derived.	Write several sentences on the board. In each sentence, underline the two words needed to form a contraction. The children substitute the correct contraction for the given words. (He will not go. He won't go.) Write a paragraph containing a number of contractions. The children substitute the two words that would replace each contraction.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
II. C. 7. Syllabication	Given a word orally by the teacher, the learner will demonstrate (by clapping) the correct number of syllables in the word.	Children enjoy using their names. After considerable practice, the teacher may clap a number of syllables and the children can identify the name or names that have that number of syllables.	
II. C. 7. Syllabication	Given a list of words, the learner will indicate the number of syllables in the word by counting the vowel sounds.	Make about 25 drill cards. On each card, print a word. Have the students scatter the cards on a table and sort them according to the number of syllables. The children may arrange lists of words in columns according to the number of syllables in the word. Example: Ecology words 1 2 3 4 soil water erosion conservation	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
II. C. 7. Syllabication	Given a list of multisyllabic words, the learner will write in the accent marks with 80% accuracy.	List sentences on the board or on a ditto sheet. Use homographs in each. The children are to determine the pronunciation of each homograph and place the accent mark in the correct place.	
II. C. 7. Syllabication	Given a list of multisyllabic words, the learner will divide them into syllables, according to the principles of syllabication.	Give the children a worksheet containing a list of syllabication principles and several words. The children will identify the accented syllable and syllabication principle for each word.	
II. C. 8. Schwa sound	Given twelve known one, two, and three syllable words (of which ten have the schwa sound), the learner will underline the letter(s) which stands for the schwa sound(s) in at least eight of the ten words.	The children may be given a worksheet containing incomplete sentences and, for each sentence, a choice of three known words (all of which make sense).	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
II. C. 8. Schwa sound (continued)		The children complete each sentence by choosing the word which has the schwa sound.	
II. B. 3d. Vowel principles and II. C. 7. Syllabication	Given a list of multisyllabic words, the learner will be able to pronounce them - making application of vowel principles and principles of syllabication.	The children may use worksheets containing a list of vowel principles and a group of words. They identify the vowel principle or principles that apply to each word. A similar worksheet may be prepared using syllabication principles.	

III. Comprehension

A. Readiness

1. Sentence development
2. Recall
3. Classification
4. Order
5. Following directions
6. Reasoning and predicting outcomes
7. Cause - effect
8. Likenesses/differences

B. Literal comprehension

1. Identification of details
2. Organizational patterns
3. Main idea

C. Interpretive comprehension

1. Inferred details and ideas
2. Relationship of ideas

D. Analytic comprehension

1. Problem solving
2. Relevant/irrelevant details

E. Critical reading

1. Fact, fantasy, opinion
2. Locating information
3. Evaluating behavior

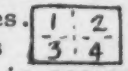
F. Creative comprehension

1. Recognition of emotions
2. Use of art forms for expression

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
III. Comprehension A. Readiness 1. Sentence development	Given a familiar object, the learner will talk about it in one or more simple sentences.	Children should have extended practice in verbalization of sentences, such as: Identification - This is a ball. Description - This is a green ball. Concepts of location - The ball is on the table. Multiple attributes - The ball is big and red. Negative statements - The ball is not big. Plurals - These are balls. Classification - A ball is a toy.	
III. A. 1. Sentence development	Given a picture of a familiar object, the learner will talk about it in one or more simple sentences.	See the practice above.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
III. A. 1. Sentence development	Given a question or a statement concerning a picture or object, the learner will talk about it in one or more simple sentences.	Show the child several pictures and have him point to the one the teacher describes. E.g., "Point to the picture which shows a boy running." Let that child be teacher and describe a picture for another child to select. The child should have many opportunities to describe to the class a picture he has drawn.	
III. A. 2. Recall	Given a chart story the child or class has dictated, the learner will retell the story with reasonable accuracy.	Field trips or classroom experiences (such as making butter) make excellent topics for chart stories. Practice in sequencing events is also utilized.	
III. A. 3. Classification	Given several objects, the learner will choose three that belong to the same class and give reasons for his choice.	The children may be given pictures of vehicles. They group them according to those which travel on land, on water, or in the air. The children may use magazines to locate pictures of clothing, food, furniture, or other designated categories.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
III. A. 3. Classification	Given several pictures, the learner will choose three that belong to the same class and give reasons for his choice.	A child may be given an assortment of buttons and asked to group them in any way he wishes. The child then explains his reasons for the way in which he has grouped the buttons.	
III. A. 3. Classification	Given four dictated words, three of which belong to the same class, the learner will select the three that belong together and give reasons for his choice.	Large envelopes may be marked with categories such as pets, homes, plants, or furniture. The child is given a variety of pictures from these categories. He then places each picture in the appropriate envelope.	
III. A. 4. Order	Given a group of objects, the learner will order them by size, shades of color, texture, or other characteristics.	The poem, "What Is Pink", is an excellent basis for making a color book. The children may cut pictures from magazines to illustrate each color. A scrap box may be compiled by the children with objects and fabrics of various textures.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
III. A. 4. Order	Given a series of pictures, the learner will order them to tell a story.	After they have listened to a story, the children may be given a piece of paper folded two times to form four boxes.  They will draw pictures illustrating the story in sequence. This reinforces not only sequencing, but left to right movement and return to the left.	
III. A. 5. Following directions	Given simple oral directions, the learner will follow them in sequence.	Send one child from the group. The teacher gives another child three oral directions. He must repeat them to a child who was not allowed to hear them. The second child must also repeat the directions. These children choose the next two to participate.	
III. A. 6. Reasoning and predicting outcomes	Given a situation for discussion, the learner will give acceptable reasons why an event occurs or predict what will happen.	The children will enjoy telling their own experiences and expanding these into the reasons why some things happened. This is also a useful means of discussing playground safety rules, specific rules, or room organization rules.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
III. A. 6. Reasoning and predicting outcomes	Given a picture, the learner will tell what is happening, why it is happening, and what might happen next.	The children may illustrate a part of a familiar story or one the teacher has just read. Each child shows his picture as the others guess what action in the story is depicted in the picture. When all the pictures have been identified, the children may order them to tell the story.	
III. A. 7. Cause-effect	Given a story organized in a cause-effect pattern, the learner will identify the cause and effects.	The children may be given a series of pictures depicting cause-effect relationships. They may verbally discuss the causes of the final picture. Give the children a group of cause and effect relationships. They will then match each cause statement with its corresponding effect statement.	
III. A. 8. Likenesses/ differences	Given three objects, two of which are alike, the learner will select the two that are alike and tell how the other one is different.	Several familiar objects may be placed on a tray or table. After the children have looked at the objects for about a minute, the teacher removes one object without the children seeing her. The children then determine which object was removed.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
III. A. 8. Likenesses/ differences	Given pictures of three objects, two of which are alike, the learner will select the two that are alike and tell how the other one is different.	Mount matching pictures on two oaktag cards. Place pairs of such matched cards in a shoe box. The child mixes the cards and then matches the pictures that are alike.	
III. A. 8. Likenesses/ differences	Given names of two objects, the learner will tell how they are alike or different.	Children will need many opportunities to verbally describe the properties of objects. A "walk around the block" gives an opportunity to note the differences in trees, houses, flowers, cards, pets, and other familiar objects.	
III. B. Literal comprehension 1. Identification of details	Given a sentence, the learner will tell the details that identify the who, what, where, or when.	Put a list of words or phrases on the chalkboard and have the children identify them as what, where, why, or when. E.g.: in the house - where, the dog - what, it was raining - why, after lunch - when.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
III. B. 2. Organizational patterns	Given a sentence, paragraph, or selection, the learner will identify the directional and transitional words which signal the author's organizational pattern.	During a designated period of time (such as one day, or a week), the children may compile a list of the directional and transitional words they find in various books or selections. At the end of the time period, the children will share their lists with the rest of the class.	
III. B. 3. Main idea	Given a sentence, paragraph, or selection, the learner will identify the response that best expresses the main idea.	Have the children read a brief story which contains an illustration. Let them choose the sentences in the story which refer to the illustration. Then have them identify the sentences which contain information that could not be gained by looking at the illustration.	
III. B. 3. Main idea	Given a sentence, paragraph, or selection, the learner will be able to restate the main idea.	The children may listen to a short story without hearing its title. They select a title which encompasses the main idea of the story. Then give the children a picture and three sentences. They will select the sentence which best tells the main idea of the picture.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
III. C. Interpretive comprehension 1. Inferred details and ideas	Given a sentence, paragraph, or selection, the learner will identify an implied detail.	Show the children pictures depicting seasons. Have a child choose a picture, tell the season it represents, and the reasons for his answer. Pictures of people dressed for many types of seasonal activities may be used. The child tells what each person is going to do.	
III. C. 1. Inferred details and ideas	Given a sentence, paragraph, or selection, the learner will identify the main idea that may be inferred from the information in the writing.	The children may be given a story title and asked to tell the environment in which the story takes place: e.g., "Bill's First Fish" - river, lake, ocean, pet store, aquarium. The children may be given a selection in which only the simple facts are presented. Let them verbalize the conclusion that is inferred.	
III. C. 2. Relationship of ideas	Given a sentence, paragraph, or selection, the learner will describe the relationship between the ideas in the selection.	Use a familar story, such as "Goldilocks and the Three Bears." Let the children list the ideas relating to the bears and those relating to Goldilocks. A third list would include those ideas relating to both the bears and Goldilocks.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
III. D. Analytic comprehension 1. Problem solving	Given a situation, the learner will identify the main idea that best states the problem.	The children may be shown pictures depicting problematic situations. They are to state the problem in one sentence or phrase. This may be done initially as a verbal discussion exercise. Later, the children may do it independently with written answers.	
III. D. 1. Problem solving	Given a situation, the learner will select or develop a plan for the solution of the problem.	The teacher tells the first part of a story which relates a problem. The children draw individual pictures showing how they would solve the problem. As he displays his picture for the class, each child may state his solution to the problem.	
III. D. 2. Revelant/ irrelevant details	Given a suggested solution to a problem, the learner will distinguish between relevant or irrelevant details.	The teacher reads four sentences to the class. Three are related and one is unrelated. The children identify the unrelated statement.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
III. D. 2. Relevant/ irrelevant details (continued)		Directions for performing a familiar experiment may be written including one totally irrelevant statement. The children identify the irrelevant statement.	
III. E. Critical reading 1. Fact, fantasy, opinion	Given a selection, the learner will state whether the story is based upon realism or fantasy.	Read a story, such as "Snow White and the Seven Dwarfs." Let the children list those parts or characters that could be real and those that are fantasy. Read several "tall tales" to the children. Let them identify the exaggerations. They may wish to compile their own book of "tall tales."	
III. E. 1. Fact, fantasy, opinion	Given a selection, the learner will state whether the story is fact or opinion.	Give the children a random series of sentences, some of which are factual, the others containing only opinion. The children designate whether each sentence is fact or opinion.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
III. E. 1. Fact, fantasy, opinion (continued)		In reading stories or content material, the children may verbally identify those sentences which are statements of opinion.	
III. E. 1. Fact, fantasy, opinion	Given two or more selections on the same subject, written by different authors, the learner will compare the information given: e.g., agreement and disagreement; bias and objectivity; degree of completeness.	After reading a selection, the students may list the facts and opinions contained therein, the author's qualifications for writing the article, and any bias they detect. This analysis may serve as a format for comparing two articles.	
III. E. 2. Locating information	Given a selection, the learner will state which part of the story best describes the main character, or will identify the appropriate section of the story to answer any specific question directed to him.	Initially, the children should practice locating single words or short phrases in a sentence which will answer a specific question. They progress to finding words or phrases in a paragraph which describe a character or the feelings of the character. With facilities in these skills, they may be given longer selections with more complex questions.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
III. E. 3. Evaluating behavior	Given the opportunity to use his own value judgments, moral code, or personal criteria, the learner will evaluate a character's behavior in a given selection.	From his earliest readings, the child should be encouraged to discuss a character's behavior, whether the child would have reacted in a like manner, and if not, why he would do differently.	
III. F. Creative comprehension 1. Recognition of emotions	Given a selection, the learner will react to its content by verbalizing his feelings in terms of interest, excitement, boredom, fear, hate, or amusement.	When a child expresses his reaction to a reading selection (on any level), he should be asked to analyze the reasons for his reactions. Vividly descriptive phrases may have produced suspense. An uninteresting topic may have caused boredom.	
III. F. 1. Recognition of emotions	Given a specific selection for reading, the learner will demonstrate his sensitivity to, sympathy for, or empathy with the characters in the selection.	Opportunities to analyze characters and their development in a story must precede the child's ability to relate to those characters.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
III. F. 2. Use of art forms for expression	Given the freedom to use any appropriate form of expression, the learner will create unique productions as a result of his reading selections of his choice.	The children should have early, and numerous, opportunities to relate art forms to reading. This may include using puppets to dramatize a selection; listening to music and telling what emotions it elicits; responding with bodily movements to feelings of joy, anger, or sorrow; using photography as in illustration; or writing an original poem in response to a reading selection.	

IV. Study skills

A. Readiness

1. Left to right progression
2. Use and care of books

B. Recall

1. Following directions
2. Sequential order

C. Organization of information

1. Classifying
2. Paragraph topics
3. Alphabetizing
4. Summarizing
5. Outlining, study guides, note-taking
6. Footnotes, bibliographies

D. Selection of material

1. Reading rate adjustment
2. Skimming, previewing, surveying

E. Location and use of references

1. Specific words in context
2. Title page
3. Table of contents
4. Card catalog, library book placement
5. Index
6. Glossary
7. Dictionary skills
   a. Guide words
   b. Diacritical markings
   c. Grammatical abbreviations
   d. Definitions

e. Syllabication, accent
f. Cross-reference

8. Reference materials
   a. Encyclopedias
   b. Atlases
   c. Periodicals
   d. Telephone directories
   e. Newspapers and magazines
9. Maps
   a. Reading maps
   b. Types of maps
10. Graphs and charts
11. Tables and schedules
12. Library books

F. Evaluation
   1. Essential and non-essential
   2. Author's qualifications
   3. Facts and opinions
   4. Propaganda

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
IV. Study skills A. Readiness 1. Left to right progression	Given a written sentence, the learner will demonstrate (by a sweep of the hand) the correct left to right progression.	On a worksheet, the child will draw a line from an object on the left to a related object on the right.	
IV. A. 1. Left to right progression	Given a book, the learner will show (by pointing) the correct place to start reading.	Given any worksheet, the child will mark an X at the appropriate place to start reading or working on the sheet.	
IV. A. 2. Use and care of books	Given a book, the learner will demonstrate the correct methods of handling and using the book.	In a small group setting, the child will orally describe the proper handling and care of a book.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
IV. B. Recall 1. Following directions	Given orally a series of tasks to perform, the learner will perform the tasks in the correct sequence (as stated).	Working in pairs, the children will give one another (orally) a series of tasks to perform. A child or the teacher may perform several acts (such as raising a hand, opening a drawer, lifting an eraser, and drawing a line on the board). The children are asked to write the acts in the order in which they were performed.	
IV. B. 1. Following directions	Given a series of written tasks to perform, the learner will perform the tasks in the correct order (as stated).	Using a tape recorder, headsets, and a worksheet, the child will do the tasks as directed on the tape recorder: e.g., color the circles red, color the triangles green, etc.	
IV. B. 2. Sequential order	Given pictures or a group of sentences from chart stories (or stories) the learner has read, he will arrange them in sequential order.	Given three to five pictures relating to a story the child has read or heard, the child will place the pictures in sequential order.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
IV. C. 2. Paragraph topics	Given a paragraph at an appropriate reading level and a choice of three topics, the learner will select the correct topic for the paragraph read.	When three paragraph titles are put on the chalkboard, the child will select the correct title for a paragraph he has read. Given a picture and three cards containing titles, the child will choose the appropriate title. After hearing a story, the child will select the appropriate title from three title cards.	
IV. C. 2. Paragraph topics	Given an untitled selection, the learner will compose a title appropriate for its content.	Having heard or read an untitled selection, the child will orally compose a title for the selection. Given an appropriate picture, the child will orally compose a title for the picture.	
IV. C. 3. Alphabetizing	Given letter cards, the learner will correctly arrange them in alphabetical order.	Using felt-backed letters, the child will arrange them in alphabetical order on a flannel board. When asked to do so, the child will say the letters in alphabetical order.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
IV. C. 3. Alphabetizing	Given a list of words, the learner will arrange the words in alphabetical order.	Given a group of word cards, the child will sort them into piles according to the initial letter. Given three words, the child will arrange them in alphabetical order.	
IV. C. 4. Summarizing	Given a story, the learner will orally summarize the story - identifying its main ideas, facts, or concepts.	After hearing a story, the child will summarize it by drawing a series of illustrations. Use the format of comic strips. Give the students a long piece of drawing paper. The paper is folded into boxes. Each box is filled in with the sequence scenes of the story. The title and author are printed at the top of the strip. If they wish, the children may write a short summary of the story on the back of the strip.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
IV. C. 4. Summarizing	Given reading material of suitable difficulty and length, the learner will state it main ideas, facts, or concepts.	Using current events or articles from Scholastic or My Weekly Reader, the child gives a news report relating the main ideas of the article.	
IV. C. 4. Summarizing	Given a story, the learner will write a summary identifying its main thoughts, facts, or concepts.	Given a story, the child will present a brief dramatization of the story - giving the main thoughts or concepts. List several short paragraphs on the board or on charts. Have the students summarize each paragraph with a single sentence.	
IV. C. 5. Outlining, study guides, note-taking	Given an article, the learner will outline (in topic form) its main and subordinate ideas.	The children are given a copy of a well-known story. A group of children work together and make an outline of the events in the story. Make a simple outline form (on oaktag) to accompany a short selection. On the oaktag, print the specific phrases needed to complete the outline. The outline phrases and frame may be kept in a large envelope.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
IV. C. 5. Outlining, study guides, note-taking (continued)		A smaller envelope containing an answer key may be attached. The students read the story, construct the outline, and check their own work. After reading an assigned lesson, the teacher places an outline on the board and the children fill in the blanks. As the children perform science experiments for the class, an outline may be made to show the main steps involved.	
IV. C. 5. Outlining, study guides, note-taking	Given a topic, the learner will prepare an outline and give an oral report using the outline.	See previous practices relating to outlining. A child may tape record a speech and then see if he can outline the speech from the recording.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
IV. C. 5. Outlining, study guides, note-taking	Given a lecture, film, or oral report, the learner will demonstrate adequate note-taking skills. From these notes, he will outline the main and subordinate ideas given in the lecture, film, or report.	The teacher may read a story or an article and let the children outline as she reads. The class, as a whole, may determine an appropriate outline for the selection.	
IV. C. 5. Outlining, study guides, note-taking	Given a study guide or outline, the learner will independently use it to write a report on the indicated subject.	Using a teacher-prepared outline or study guide, the children will work in small committees to prepare an oral report from the outline or study guide.	
IV. C. 6. Footnotes, bibliographies	Given a book of factual material, the learner will demonstrate an understanding of footnotes by verbally describing to what the footnote refers and its source.	Using a book containing a footnote, the child will answer the following questions: 1. To what material on the page does the footnote refer? 2. From what source is the footnote taken?	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
IV. C. 6. Footnotes, bibliographies	Given a book, the learner will write its identifying data in correct bibliographical form.	Given a bibliographical item, the child will answer the following questions: 1. What is the author's last name? 2. When was the book published (copyright date)? 3. Who published the book?	
IV. D. Selection of material 1. Reading rate	Given three selections of approximately the same length, the learner will adapt his rate of reading according to the content of the selection (i.e., fact, fantasy, recipe, science experiment, game rules, etc.)	Given a reading selection and a pre-determined time limit according to the content of the selection, the child will read the selection within the time designated and discuss the information contained in the selection.	
IV. D. 2. Skimming, previewing, surveying	Given a reading selection, the learner will quickly determine its general ideas by adjusting his reading rate to skim the material within a time limit.	Given selections of short to progressively longer length, and a time limit, the child will skim the selection for its general ideas. With teacher guidance, the child will practice skimming techniques for reading selections.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
IV. D. 2. Skimming, previewing, surveying	Given an assignment in a content subject, the learner will demonstrate that he knows how to survey the subject and develop questions on the subject.	Given a selection in a content subject, the child will develop three oral or written questions on the subject.	
IV. E. Location and use of references 1. Specific words in context	Given the context of a selection, the learner will identify the word or phrase that will answer a specific question	Riddles may be made up in small book form with the picture of the object on the back. Example: I am small. I am brown. I live in a tree. I eat nuts and acorns. I am a _____. Stories may be duplicated for use in reviewing content material. Terms related to the subject are omitted and the child fills in the correct word. For example: In the old West, cowboys lived on the _____ (range or prairie). The teacher may make phrase cards for each child, based on a story previously read. She writes a question on the board which can be answered by one of the phrases. The child having the phrase card which answers the question, raises	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
IV. E. 1. Specific words in context (continued)		his hand. He reads the question from the board and the phrase card he is holding. If he is correct, the teacher writes the answer beside the question.	
IV. E. 2. Title page	Given a book, the learner will locate the title page and describe the information it contains.	Each time a book is read by the teacher, she may point to the name of the book, author, and illustrator. She should then ask a child to point to, or read, the title, author, and illustrator.	
IV. E. 3. Table of contents	Given a book, the learner will demonstrate his ability to use the table of contents by identifying the pages on which a specific story begins and ends.	Each time the children read a story in a book, the teacher may have them practice locating that story in the table of contents.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
IV. E. 3. Table of contents	Given a book containing a table of contents, the learner will demonstrate his familiarity with the types of information it contains by answering questions on its contents.	Using the table of contents, the teacher will ask questions concerning the material, such as: Is there a story about a cowboy? On what page does it begin? How long is the story? Using a content subject book, such as an English text, ask such questions as: Is there a chapter about verbs? How many pages are in the chapter about pronouns?	
IV. E. 4. Card catalog, library book placement	Given a list of books, the learner will locate each one in the card catalog of his school library.	The teacher will make a numbered list of books the children have read. In the second column, the authors' names are listed, but in mixed order. The children match each title and author by placing the number of the book in front of the author's name.	
IV. E. 4. Card catalog, library book placement	Given a list of books in different classifications, the learner will demonstrate an understanding of library organization by locating the books listed.	The children may be asked to catalog their classroom books, using the system they have learned.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
IV. E. 5. Index	Given a book containing an index, the learner will locate a topic and its page reference in the index.	The teacher lists the material and page numbers contained in the index of a book (restricted to a specific topic). The children are then given questions and asked to indicate the pages on which the information would appear. Index Example: Boats: Advantages of boat travel, 11-15 Construction, 10-17 Various kind of, 20-22	
IV. E. 6. Glossary	Given a textbook and a list of words found within its glossary, the learner will locate the glossary and list the definition it gives for each word.	Have the children select five words from the glossary of a book used by the class. They write five sentences; omitting the chosen words in each one. They read the sentences to the group and the other children try to guess the missing words from the context and their previous reading in the book.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
IV. E. 7. Dictionary skills a. Guide words	Given a dictionary, the learner will demonstrate the correct use of the alphabet and guide words in locating a word and in orally reading its definition.	Alphabetizing drill will precede dictionary work. Secret messages in code are effective. E.g., having each letter replaced by a number: a b c d e 2-5-4 1 2 3 4 5 b e d Two guide words may be written on the board. A game is played by allowing a specified amount of time and asking the students to list as many words as they can think of which would appear between these two guide words. Allow one point for each correct response. Any incorrect words are to be subtracted from the score. The person with the most points wins. This game may also be used as team competition.	
IV. E. 7. b. Diacritical markings	Given a dictionary and a list of selected words, the learner will demonstrate the use of the pronunciation key to interpret the diacritical markings and in pronouncing the words.	Divide the class into teams. Give each child a dictionary. Write a word on the chalkboard. Signal the teams to find the word and pronounce it correctly. The first child to do so wins a point for his team.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
IV. E. 7. b. Diacritical markings (continued)		Write one vowel and one word containing that vowel on the board, such as e in shelf. The students use the pronunciation keys in their dictionaries to locate words with the same vowel sound. They list those words. Score one point for each correct word listed. A time limit should be set. The game may continue, using other vowel sounds.	
IV. E. 7. c. Grammatical abbreviations	Given a dictionary and a list of words, the learner will locate each word and interpret its grammatical abbreviation and word origin.	Given dictionaries and a specific page number, the children are asked to locate a word that is a noun, verb, etc. The same technique may be used with word origins.	
IV. E. 7. d. Definitions	Given a dictionary and several sentences containing the same multi-meaning word in different contexts, the learner will use the dictionary to identify the meaning of the word as used in each sentence.	Divide the children into teams. Provide a dictionary for each child. Give the children a multi-meaning word and a sentence using that word. Let them identify the meaning of the word in the sentence. The first child who answers correctly scores a point for his team. E.g., figure - We learn to write figures in arithmetic.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
IV. E. 7. d. Definitions (continued)		Give each student a ditto sheet containing several sentence groups. Each group should contain three sentences, with one word underlined in each. In two of the sentences the word has the same meaning, while in the other it has a different one. The students indicate the two sentences with the same meaning by putting a check in front of them. Give the students ditto sheets with several sentences on them. Be sure each sentence contains words with multiple meanings. Underline these words. The students check the dictionary to determine which numbered definition is used for each word. They write the number above each one, for checking purposes.	
IV. E. 7. e. Syllabication, accent	Given a list of words (each of which has more than one meaning - dependent upon pronunciation), the learner will pronounce each word in such a way that all of the possible meanings are revealed.	List on the board or a ditto sheet, sentences containing homographs. By studying the context, the children can determine the pronunciation and correctly place the accent mark. Example: Father was present (prez-ent) to present (pre-zent) the gift.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
IV. E. 7. f. Cross-reference	Given a specific word or topic and a dictionary, glossary, or reference book, the learner will verbalize the words or topics related to the one given.	On the chalkboard or a worksheet, list a number of words or topics. Have the children use a dictionary, glossary, or reference book to write down words related to those given topics, and the source where they were found.	
IV. E. 8. Reference materials a. Encyclopedias	Given a specific topic and encyclopedias, the learner will locate information on the topic and identify the guide words used to locate that topic.	Working in small groups, the children are given a list of topics. They are to use a set of encyclopedias to locate each topic. They will indicate in which encyclopedia each topic can be found and the guide words on the page where it was located.	
IV. E. 8. b. Atlases	Given a list of questions, the answers to which are located in an atlas, the learner will use the atlas to correctly write the answers to the questions.	As a check on reference books and the material contained in them, list a variety of reference books in the first column and a short description of the type of information contained in each one in a second column. The descriptive phrases should be in mixed order. The child matches each reference book to its descriptive phrase by drawing a connecting line.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
IV. E. 8. b. Atlases (continued)		A crossword puzzle is made, using clues concerning information about mountain peaks, famous countries, or rivers. Divide the children into pairs and provide reference materials (geography books, world almanacs, and atlases). The teams use the reference books in completing the puzzle. Clues will pertain to the subject being studied.	
IV. E. 8. Reference materials	Given a reading selection containing factual material, the learner will identify the key words and use these to locate additional information in other sources.	Give the children a list of questions based on a book with an index. Each sentence should contain a key word which leads to information answering the question. Have the children underline the key word, then list reference books where the information could be found. For example: In what country are diamond mines located?	
IV. E. 8. c. Periodicals	Given several topics and the Readers' Guide to Periodical Literature, the learner will locate at least two sources of information for each topic.	Ask the child to translate a Readers' Guide entry. For example: HUDSON RIVER Hope of the Hudson: project begun by the Hudson River sloop restoration to combat pollution. S. Atwater. il Cons 23:15-16 Je '69	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
IV. E. 8. c. Periodicals (continued)		Title: "Hope of the Hudson", Author: S. Atwater Illustrated ("il") Name of magazine: The Conservationist (full names are given in the front) Volume number: 23 Page numbers: 15-16 (so it's a two-page article) Date of issue: June, 1969	
IV. E. 8. d. Telephone directories	Given a telephone directory, the learner will locate specific information.	Supply a code for the class (such as: Smith, Robert P. 35-3-18; 35=page, 3-column, 18=number of entry in the column). Give each child a telephone book and have him look up the name listed in that location.	
IV. E. 8. e. Newspapers and magazines	Given a newspaper or magazine index, the learner will locate specific information.	Each child should have a newspaper, or the index of it may be duplicated. The children are asked to complete information about the index. For example: Amusements C-10, Classified Ads C-12 to C-19.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
IV. E. 8. e. Newspapers and magazines (continued)		Bob is going to the movies. He would look in section_____, page_____. Jane wants a job for the summer. She should check section_____, page_____.	
IV. E. 9. Maps a. Reading maps	Given a map of appropriate complexity, the learner will locate specifically designated points on the map, demonstrate an understanding of directionality, and verbally explain the map legend.	The children may make a map of their home neighborhood and indicate their houses, nearby stores, and other chosen points.	
IV. E. 9. b. Types of maps	Given several types of maps, the learner will choose three, tell the type of map each one is, and explain its use.	In small groups, the children make a chosen type of map and then see if the other children can identify the type of map and the specific information it relates.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
IV. E. 10. Graphs and charts	Given a graph or chart, the learner will interpret its information by correctly answering questions or describing its content.	The children may be divided into two teams. Each member of each team will be given a graph or chart. If the child can correctly describe the contents of his graph or chart, his team is given a point. The teams will respond alternately.	
IV. E. 10. Graphs and charts	Given comparative information, the learner will correctly graph or chart the information.	The children may make circle graphs to show the time allotment of a school day. Each child may make a graph to show his test scores. Facts and figures gathered on a given topic (such as weather information, food prices, or student weights) may be made into graphs or charts which will show the information.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
IV. E. 11. Tables and schedules	Given a time schedule or table, the learner will interpret its contents by completing an information table.	The children are grouped in two teams. Each child is given an airline time schedule. The teacher names a town and the first child on one team tells at what times he could leave or arrive in that town. The teams are given opportunities to answer alternately. If the first child does not answer correctly, the other team's first member is given the same town.	
IV. E. 12. Library books	Given the nine month school year, the learner will volunteer to read and share with the class a minimum of ten library books.	The children may tell about a library book in an effort to "sell" the book to the class. The children should have many opportunities to draw pictures, write, or tell about the library books they have read.	
IV. F. Evaluation 1. Essential and non-essential	Given an article of suitable difficulty and length, the learner will designate verbally, or in writing, the essential and non-essential information in the article.	Give the children a group of four questions, three of which are related and one that is unrelated. They must choose the unrelated question. Give the children copies of simple recipes, to which non-essential information has been added. The children mark out the non-essential information.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
IV. F. 2. Author's qualifications	Given a factual narrative, the learner will verbally describe the procedure by which he can determine the author's qualifications to write the article.	Give the children several general topics and ask them to identify those persons who would be qualified to write knowledgeably on the subject (i.e., medicine - doctors, research specialists, nurses, laboratory technicians, etc.).	
IV. F. 2. Author's qualifications	Given the qualifications of the authors of three articles on the same subject, the learner will rank the articles according to the qualifications of the author.	Let the child choose an author about whom he will give a report. Included in the report would be a justification of his authority to write on the subject.	
IV. F. 3. Facts and opinions	Given a newspaper or magazine article, the learner will distinguish between the facts and opinions expressed in the article.	Let the children choose brief newspaper items and list the facts in one column and the opinions expressed in another. They may also identify the key adverbs and adjectives that indicate statements of opinion.	

SKILL AREAS	BEHAVIORAL OBJECTIVES	PRACTICES	TEACHER NOTES AND/OR REFERENCES
IV. F. 4. Propaganda	Given three newspaper articles, the learner will identify the propaganda techniques used in the articles.	Cut advertisement slogans from magazines and let the children analyze them. Discuss whether the statements are true, a play on words, exaggerated, or completely imaginative. Give each child a slogan and have him rewrite it in a style different from its original form.	